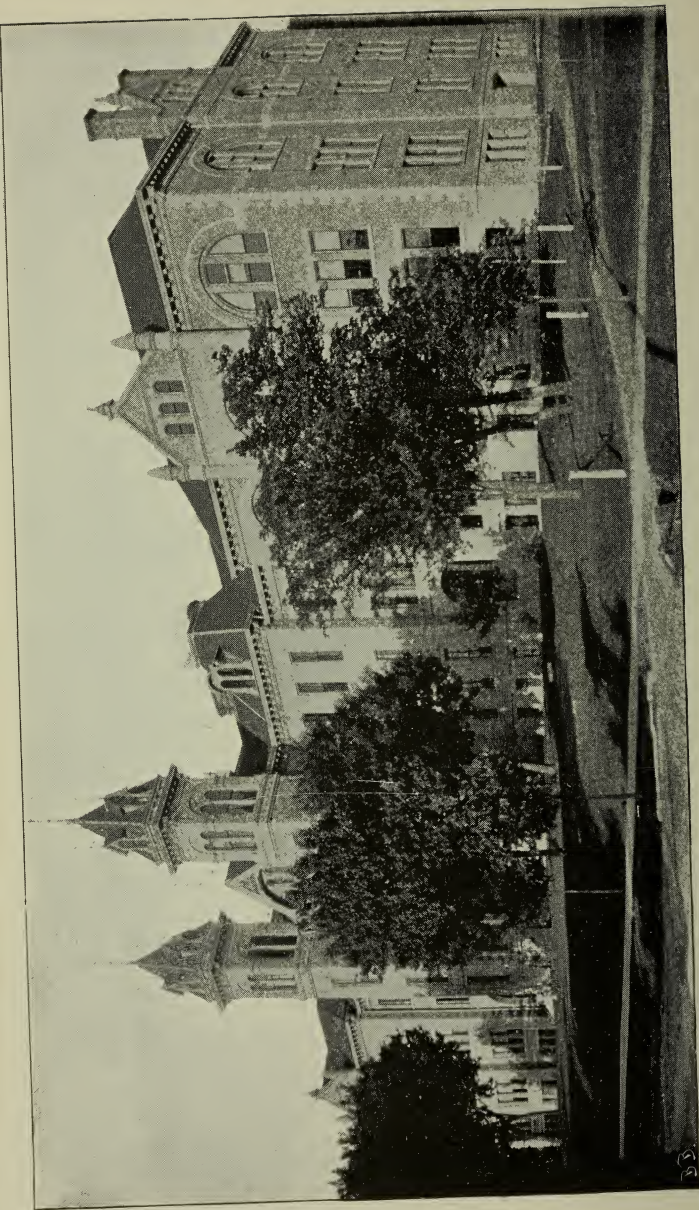


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1927-28



STATE NORMAL SCHOOL.

THIRTY-SECOND
ANNUAL CATALOGUE
OF THE
STATE
NORMAL SCHOOL
MANKATO, MINNESOTA
FOR THE
SCHOOL YEAR 1900-1901
AND
CIRCULAR FOR 1901-1902

MANKATO
FREE PRESS PRINTING CO.
1901

CALENDAR FOR 1901-1902.

FALL TERM, 13 WEEKS.

Entrance examinations, . . . Tuesday, Sept. 3, 1901
Enrollment of students, Tuesday morning, Sept. 3, 1901
Class-work begins, . Wednesday morning, Sept. 4, 1901
Fall term ends, . . . Wednesday noon, Nov. 27, 1901

WINTER TERM, 12 WEEKS.

Entrance examinations and enrollment of students,
Tuesday morning, December 3, 1901
Class-work begins, Wednesday morning, December 4, 1901
Holiday vacation begins, Friday evening, December 20, 1901
Class-work resumed, Tuesday morning, January 7, 1902
Winter term ends, Friday noon, March 7, 1902

SPRING TERM, 13 WEEKS.

Entrance examinations and enrollment of students,
Tuesday morning, March 18, 1902
Class-work begins, Wednesday morning, March 19, 1902
Spring term ends, Thursday evening, June 12, 1902

The Training Department will open on the days on which
class-work begins in the Normal Department.

STATE NORMAL BOARD.

HON. JOHN W. OLSEN, Superintendent of Public Instruction.

HON. A. T. ANKENY, President,	. . .	Minneapolis
HON. J. W. OLSEN, <i>Ex-Officio</i> Secretary,	. . .	St. Paul
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DEFRANSA A. SWANN,
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CAROLYN M. ROBBINS,
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School.

ACHSA PARKER, A. B.,
Grammar, Rhetoric and Literature.

ULYSSES O. COX, A. B.,
Biology. Secretary of the Faculty.

CHARLES F. KOEHLER, A. M.,
History, Civics and Social Science.

FRED L. HOLTZ, B. S.,
Physical Science.

ALICE V. ROBBINS, B. L.,
Mathematics.

†ORITHIA JOSEPHINE HOLT, B. L.,
Music and Reading.

JESSIE SPENCER,
Drawing, Manual Training and Penmanship.

MINNIE SWEETLAND PARRY,
Principal of the Intermediate Department, Practice
School.

*Arranged, with the exception of the President, in the order of seniority of appointment.

†In Europe for the year on leave of absence.

FREDERICK LYLE SEARING, A. B.,
Latin.!

EUGENE W. BOHANNON, A. M.,
Psychology. Director of the Training Department.

MARTHA V. COLLINS,
Director of the Kindergarten.

GEORGE E. PARTRIDGE, PH. D.,
Psychology and Pedagogy.

NELLIE LOUISE WOODBURY,
Physical Culture and Reading.

ALICE HOLT PALMER, B. L.,
Music (Fall Term).

CORA A. N. CARNEY,
Music. Assistant in the Primary Department.

ADA MABEL BASTERDES, PH. B.,
Principal of the Primary Department, Practice
School.

ALICE WILLIAMS,
Assistant in the Kindergarten.

GRACE B. CLARK,
Assistant in the Grammar Department.

KATE H. SPARROW,
Assistant in the Intermediate Department.

OFFICERS OF ADMINISTRATION.

HON. GEORGE H. CLARK,
Resident Director and Purchasing Agent.

CHARLES H. COOPER, President.

ALICE N. FARR, Librarian.

AGNES C. GLOTZBACH,
Text-book Librarian, Secretary and Accounting
Officer.

STATE NORMAL SCHOOL, MANKATO.

HISTORICAL SKETCH.

The school was opened in 1868, being the second normal school established by the State. The central portion of the present building was occupied in 1870—about one month before the first class was graduated. In 1893 the legislature appropriated \$50,000 for the enlargement of the building; it is now unsurpassed for pleasantness and adaptation to the purposes of normal school work. An appropriation of \$15,000 by the legislature of 1901 will provide a heating system that will embody the latest ideas of heating, ventilation and heat control.

The graduates of the school number more than thirteen hundred, and several times this number have received in the school more or less preparation for the work of teaching.

THE PURPOSE AND PLAN OF THE SCHOOL.

The chief purpose of the school is special instruction in the Science and Art of Teaching; but, as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis, and, to a large extent, the medium of professional instruction in the courses not designed for high school graduates. General culture and accurate scholarship are necessary to good teaching; but with this culture and scholarship the teacher must be trained in the principles that underlie his art and in the application of those principles to the practical work of the school.

The school comprises two departments, the Normal Department proper and the Training Department or Practice School.

The Training Department includes a Kindergarten, the usual eight grades below the high school, and a Review Class

in which candidates who fail in their entrance examinations will be given an opportunity to make up the subjects in which they may be deficient, and students who wish to do so may review carefully the common branches before entering upon the work of the Normal Department.

The Normal Department includes:

- (a) An English Course of fifteen terms.
- (b) A Latin Course of fifteen terms.
- (c) An Elementary Graduate Course of three terms.
- (d) An Advanced Graduate Course of six terms.
- (e) A Kindergarten Training Course of six terms.
- (f) A Certificate Course of nine terms.

These courses (except c and f) lead to the advanced diploma, which by legislative enactment becomes, by endorsement, after two years' successful teaching, a life certificate of the first grade. The Elementary Graduate Course leads to the elementary diploma, which by endorsement, after two years' successful teaching, becomes a five years' certificate of the first grade. The particulars of the enactment of 1891 and the conditions of endorsement are given elsewhere in this catalogue.

The Certificate Course does not lead to a diploma, but those who complete it will be entitled by recent legislative action to a state teachers' certificate of the first grade.

THE FIVE YEARS COURSES.

These courses, which have been greatly enriched during the past year, furnish a thorough academic training in the subjects usually included in high school courses; this training, being given by instructors chosen for their special fitness for the work of training teachers and with much experience in that work, who have in mind the future work of the students as practical teachers, naturally presents great advantages to those who intend to become teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional

training in psychology, the history and philosophy of education, methods of teaching, observation of model teaching, and practice work under skilled supervision and criticism. Outline statements of these courses follow, and a description of the work in each department of instruction will be found, beginning on page 15.

THE GRADUATE COURSES.

Students who have elsewhere completed the required academic work of any regular course and afford evidence of this by diplomas or certificates from approved schools, or by special examination, will be admitted to the professional courses. To such the diploma of the Elementary Course is given at the end of one year, or the diploma of the Advanced Course at the end of two years.

The advantages that these courses offer to those graduates of high schools and colleges who desire to teach are evident. The work is exclusively professional, including theory, as studied in psychology, the history and philosophy of education and methods of teaching, and observation and teaching under the careful guidance of experienced critics in the Training Department. This professional work is fully described later in this catalogue.

While the Elementary Graduate Course (three terms) is still continued, it is earnestly advised that all enroll in the Advanced Graduate Course (six terms). The superiority of this course is beyond question and is now generally recognized, so that boards of education and superintendents in the more important towns of the state are coming more and more to insist on this larger preparation for candidates for positions in their schools. The proportion of students taking the two years' course is rapidly increasing.

THE CERTIFICATE COURSE.

In 1899 the three years' Elementary Course was abolished on the ground that the academic work and professional training that could be given in three years to the students who



ASSEMBLY ROOM.



MAIN HALL.

entered that course no longer warrant the conferring upon them of a diploma. The necessity for a shorter course has been recognized by the State Normal Board, and a three-years' course has been established, richer than the former course, on completion of which will be given a certificate entitling its holder to a state certificate of the first grade. This course furnishes an excellent preparation for those who may wish to teach in rural schools; and an excellent opportunity for any who may find it necessary to leave school for a time to get means to complete their courses. Students who have completed this course will be admitted on even terms to the fourth year of the English Course, and can thus get the advanced diploma in two years.

CONDITIONS OF ADMISSION.

1. **To the First-Year Class.** Persons holding State teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or to pass examinations in the subjects of Arithmetic, Grammar, Geography and United States History. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.

In Reading they are to show ability to read at sight intelligently and fluently ordinary easy prose and simple poetry; and in Composition, the ability to write a simple essay or a letter correctly and in proper form.

Candidates who may be deficient in one subject only will be admitted to do partial work in the Normal Department, and will be given an opportunity to make up the deficiency in the Review Class. Candidates who fail in their entrance examinations may enter the Review Class if they so desire. For the tuition fee in that class, see "Expenses."

2. **To the Graduate Courses.** A diploma from a high school having a four-years course will admit to these courses, provided that the high school course has included certain sub-

jects that are considered essential to the preparation of a teacher for work in elementary schools. If these subjects have not been pursued in the high school, the student will be required to pursue them in the normal school before receiving his diploma. After the year 1901-02 these subjects will be civics, United States history, one physical science (physics, one year, or chemistry, a half-year or one year) and one biological science (botany or zoology, a half-year or a year of each). Before 1902 civics, United States history and any two of the four sciences named will meet this condition.

A student who has taken but three years of a four-years high school course will be required to complete the subjects of the fourth year, or their equivalents, in addition to the work of the graduate course, before a diploma is conferred upon him. In case the high school from which he came has but a three years' course, such a student will be allowed to enter a graduate course, subject to the conditions set forth above, but will not be graduated from the elementary course in less than four terms, an additional term of academic work being required.

As the one-year graduate course is very full no student will be allowed to make up more than one subject during the year, and only strong students are able to do this. It is better for a student deficient in more than one subject, and for one who works slowly, to register for the two-years course and thus secure the more thorough preparation without severe strain.

3. For Special Work. Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state with ability and success for the term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the President. They must also present certificates from the

superintendents under whom they have taught testifying to their success and fitness for the work of teaching.

4. **To Advanced Standing.** Candidates may be admitted to advanced standing in any course after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records *at the time of entrance*. Convenient blanks for this purpose will be furnished upon application.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the President.

Students will not be admitted to any class for less than one term without special permission from the President, and any student leaving school before the end of the term without permission will be recorded as having left dishonorably, and will not be re-admitted.

Courses of Study for the Normal Schools of Minnesota.

ADOPTED BY THE STATE NORMAL BOARD, JAN. 1901,

[Numerals designate the number of recitations given to each subject.]

ENGLISH COURSE.

LATIN COURSE.

FIRST YEAR.

Algebra,	180	Latin Lessons,	180
Geography,	120	Algebra,	180
English Composition,	120	Geography,	120
Botany,	60	English History,	60
English History,	60	English Composition,	60
Reading,	60	Drawing,	60
Drawing.	60	Reading,	60
Music,	60		

SECOND YEAR.

U. S. History,	120	Cæsar,	180
Plane Geometry,	120	Plane Geometry,	120
Botany,	60	U. S. History,	120
Zoology,	120	Zoology or Botany,	120
English Grammar,	120	Reading,	60
Reading,	60	Drawing,	60
Drawing,	60	Music,	60
Music,	60		

THIRD YEAR.

Arithmetic,	120	Cicero,	180
Physics,	180	Physics,	180
Rhetoric,	60	Arithmetic,	120
Literature,	120	Rhetoric,	60
Solid Geometry,	60	Manual Training,	120
Manual Training,	120		

JUNIOR YEAR.

Civics,	90	Virgil,	120
General History,	120	Civics,	90
Chemistry,	120	Grammar,	60
Special Methods or Astronomy,	60	Special Methods or Astronomy,	60
Social Science,	60	Social Science,	60
Psychology,	180	Literature,	60
		Psychology	180

SENIOR YEAR.

History of Education,	60	History of Education,	60
Philosophy of Education,	60	Philosophy of Education,	60
Physiography or Special Methods,	60	Physiography or Special Methods,	60
Physiology,	60	Physiology,	60
Literature,	120	Literature,	120
School Economy,	30	School Economy,	30
General Method,	60	General Method,	60
Practice Teaching	120	Practice Teaching,	120

Courses of Study for High School and College Graduates.

ELEMENTARY COURSE, One Year.

Psychology and General Method,	120
Methods in Drawing,	30
Methods in Reading,	30
Review and Methods in Geography,	60
Review and Methods in Grammar,	60
Methods in Elementary Science,	60
Lectures on School Management,	30
Review and Methods in Arithmetic,	60
Methods in Vocal Music,	30
Practice Teaching,	90

ADVANCED COURSE, Two Years, FIRST YEAR.

Psychology and General Method,	120
Methods in Drawing,	60
Review and Methods in Geography,	60
Review and Methods in Grammar,	120
Review and Methods in History,	60
Lectures on School Management,	30
Review and Methods in Arithmetic,	60
Methods in Vocal Music,	60
Methods in Reading,	60

SECOND YEAR.

Methods in Literary Interpretation,	60
Laboratory Methods in Elementary Science,	60
Advanced Psychology, Child Study and Primary Methods,	120
Practice Teaching,	120
Philosophy of Education and Ethics,	60
History of Education,	60
Social Science,	60

KINDERGARTEN COURSE, Two Years.

See "Department Work in Detail."

CERTIFICATE COURSE.

FIRST YEAR.

Algebra,	180
Geography,	120
English Composition,	120
Botany,	60
English History,	60
Reading,	60
Drawing,	60
Music,	60

SECOND YEAR.

U. S. History,	120
Plane Geometry,	120
Botany,	60
Zoology,	120
English Grammar,	120
Physiology,	60
Reading,	60
Drawing,	60

THIRD YEAR.

Arithmetic,	120
Physics,	120
Rhetoric,	60
Literature,	120
Civics,	60
Educational Psychology,	60
Methods,	60
Training School Work and School Economy,	120

Rhetorical Exercises, Chorus Practice, Physical Training
and Penmanship throughout all Courses.



Department Work in Detail.

PSYCHOLOGY, PEDAGOGY AND PRACTICE

I. Certificate Course.

Educational Psychology and Method,	120
Training School Work and School Economy,	120

II. Elementary Professional Course.

Psychology and Method,	120
School Economy,	30
Practice Teaching,	60

III. Advanced Professional Course.

Psychology and Method,	240	School Economy,	30
History and Philosophy of Education,	120	Practice Teaching,	120

IV. English and Latin Courses.

Psychology and Method,	240	School Economy,	30
History and Philosophy of Education,	120	Practice Teaching,	120

Psychology. There are practically three courses in psychology,—the professional work of the advanced professional course and of the English and Latin courses differing only in the greater amount of time given, in the last named courses, to school economy. The order and manner of presentation will therefore be somewhat different, though the ultimate aim will be the same in each of the courses, viz.: the appreciation of the importance of the psychological factor in determining educational processes. Naturally the genetic aspects of mind will be given much attention.

Certificate Course. The work of this course will center about the more immediately practical school room problems. These will suggest the points of departure and their study

constitutes the basis for the work of the entire course. The attention to psychological questions will be determined by the nature of the school room problems to be considered. Psychological data will be considered in so far as its interpretation will help to a solution of these problems. No attempt will be made to give a knowledge of the science of psychology with the rather futile hope of working down to a comprehensive system of educational principles having universal validity. The effort will be rather to move out from the more obvious centers of school room interests with the purpose of seeking such enlightenment as the investigations of the psychologist, neurologist, anthropologist, biologist, pathologist and hygienist can afford. There will be frequent and regular observation of the work in the Training Department for the purposes of suggestion and illustration, though those taking this course will not be admitted to the practice work. James' Talks to Teachers and Tracy's Psychology of Childhood will be much used.

Elementary Professional Course. The work in Psychology and Method will cover about the same ground as that indicated in the Certificate Course. The previous training of the students will suggest any differences in the character and amount of work, though the main purpose and the general plan for its attainment will be the same in both courses. Psychology will not be studied for its own sake, but for the light it will throw on the nature of educational processes. The more evident questions arising in connection with the determination of these processes will suggest the starting points and determine the character and extent of the work in psychology.

Advanced Professional Course and Latin and English Courses. The work extends through a whole year in these courses. It will aim (1) to give more efficient training in the power of introspection, and a more general view of the problems of adult, introspective psychology. (2) It will include also some study of the physiological conditions of mental activity, particu-



KINDERGARTEN.



DRAWING ROOM.

larly the senses and the central nervous system. (3) The genetic aspect of mind will receive special attention and constitute a very important part of the work. This will involve an examination of the results achieved in the fields of comparative psychology and child study, and will occupy the greater part, if not all, of the third term. The work in child study will include, among other things, a comparison of the adult and child minds, a study of growth, the development of the senses, the emotions and instincts, the growth in movement, as well as a number of more special topics, such as children's fears, lies, instincts, reasoning, plays and games, toys, and adolescence. Some time will also be devoted to the *methods* of child study, and to the criticism and classification of the rapidly increasing volume of literature on the subject. (4) The work will also include some study of mental abnormalities, particularly those of mentally deficient children. The causes of such deficiencies will be studied in the light of modern pathology, the ultimate aim being, of course, the determination of the mode of treatment best suited to secure the highest development of such children.

General Method. As far as is possible the method work will be made integral with that in psychology. The endeavor will be made to consider the whole problem of methodology in its proper relation, not as a separate subject existing in and for itself, but as a set of inferences and conclusions derived from a study of the relations existing between the mind and culture material. It will be, in short, a study of educational psychology, a consideration of the more practical phases of psychology, the points of departure being, as elsewhere indicated, those suggested by the practical requirements of school work. It will involve, therefore, an estimate of the relative importance of the logical and psychological factors—subject matter and mind; also the relative importance, as determining factors, of the growing and the adult mind, and a somewhat detailed study of the development and education of the senses, perception, memory, association, im-

agination, attention, interest, the emotions and instincts, movements, and the will. All the matters of device, the so-called "special method," will be left to work themselves out in the observation and practice.

School Economy. The school will be studied in its relation to the other social institutions—the family, the state, the church, and society as a whole. The fact that the school exists for the child will be the dominant thought in the consideration of the particular problems that arise in the administration of a school. The greater portion of the time will be devoted to the subject of school hygiene in its relation to the different phases of school management. Some of the topics that will be taken up are the relation between mind and body, fatigue, motor training, alternation of mental and physical work, recreation, plays and games, arrangement of programs, school diseases, the care of the eye, ear, nose, throat, etc., school architecture, heating and ventilation, lighting and furniture.

History and Philosophy of Education. The plan is to carry these two lines of work at the same time, as different phases of the same subject. Any other form of consideration would imply a separation which has never existed, and which does not now exist. In so far as there have been philosophies of education they have been based upon, or derived from, some general philosophical system. Any effort to rightly appreciate these attempts at a general educational system must depend upon some understanding of the several philosophical systems upon which they have been based. The plan includes, consequently, something more than the study of the accounts, merely, of the different educational movements of the past. It will require some study of the philosophies behind these movements, a general view of the history of the development of culture, and of social and industrial institutions. The more purely historical part of the work will be based, largely, upon the outlines suggested in Davidson's *History of Education*, while the different educational systems and movements

upon some foregoing philosophy will be studied after the outlines suggested in Monroe's Educational Ideal. In addition to the work usually given in such a course it is hoped that time may be found for some study of a few of the great educational classics, as The Great Didactic, Leonard and Gertrude, and the Emile.

Observation and Practice. The work here indicated is expected to be, as it ought, the culmination of all the work in the school. Hence the importance of the character of the relation existing between this phase of the course and the work which precedes, particularly that in psychology and pedagogy. Although it is a prominent aim in the study of psychology to discover its implications for pedagogy, great care will be exercised to avoid the danger of sending students to the work of observation and practice with hard and fast notions of a proper method of procedure. The training department is not in any sense to be an agency for demonstration of the method work. It is to be, in the first place, as nearly as possible an ideal or model school; secondly, a place where students are given an opportunity to demonstrate their ability to teach. The two-fold character of the work done in this department—observation and practice, is meant to accomplish this very end. Thus the devices and the details of management can be gathered from the work of, and with, the critic teachers. This is the purpose of the model lessons given by the critics and observed by the pupil teachers during the term preceding the one in which they practice. At the same time it is hoped that the work done along the several lines of psychology and pedagogy will keep alive the spirit of initiative, and lend a healthy stimulus to the development of the highest standards of work. Some such relation as this, between the theory and practice of teaching, is indispensable if the dry and hopelessly formal methods of many of the trained teachers is to be avoided.

The observation extends through one term and demands at least one hour a day. The greater part of this time is

spent in observing and discussing the model lessons given by the critic teachers. Work is observed in all of the four departments of the Practice School, and during this period of observation the student is expected to become pretty well acquainted with the children, individually and collectively, whom he will have under his charge the following term.

The practice work is done within one term, and requires, on an average, two hours a day of actual teaching. Students are expected to carry but one subject in the Normal Department during the term in which they practice. The endeavor is made to give the entire responsibility of the several rooms into the hands of the various pupil teachers just as rapidly as they show themselves able to meet it. Three months' experience of this kind gives the critic, in nearly every instance, ample opportunity to judge of the teaching ability of the student. In some instances an additional term may be necessary, and in every case it is best to postpone the practice work, if possible, until other work is done. The pupil teachers meet their critic teachers from two to three afternoons each week during the term of practice for criticism and general discussion, and also meet the supervisors of drawing and music one afternoon, each, a week.

The number of pupils annually enrolled in the Training Department is sufficiently large to insure unusual opportunities for practice under the best conditions.

For additional items of interest in regard to practice, see the section devoted to the Kindergarten.

SOCIAL SCIENCE.

One term's work is devoted to the study of Social Science in each of the advanced courses. The text followed is Small and Vincent's Introduction to the Study of Society. This is supplemented by important chapters from Spencer, Comte, Giddings, Ward and others, by reports of Labor Bureaus, Boards of Charities and Correction, and by magazine articles bearing upon sociological topics. It is the object of the course to introduce the student by induction and rational

processes to the forces operating in the building up and development of society or in its destruction. Sociologists believe that society in its progress or deterioration is like all other changing organisms, subject to influences and forces that act according to fixed principles and are reducible to law and system. The task of collecting facts in this wide field, grouping them, discerning relations and making inferences, is the application of the scientific method to this study, and the tracing of the life forces moving the social body is full of interest and presents an ever increasing charm to the live student. It is found highly beneficial to teachers to study somewhat thoroughly the origin, growth and development, modification and existing condition of the complex functions of civilized society of to-day. More emphasis is placed on the increase of social health and vigor, and less on social disease.

HISTORY.

General History. Two terms' work in General History are given to students in the English Course. Ancient and mediæval history are studied with a view to discovering the causal forces in the permanent advancement of civilization. More time is given to modern history, however. Liberal use is made of the library, theses are assigned and special reading required, and important periods are somewhat thoroughly read. Students are required to become familiar with the best authors by a careful reading of a portion of them. An attempt is made to acquaint all the students with the standard books on important epochs. The aim of the course is to furnish guiding principles and wholesome inspiration.

English History. Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial and religious life, to catch the spirit of British enterprise and love of freedom; to cultivate a taste for English literature and in general to comprehend the growth of the English nation and to have a due appreciation of the development and stability of her beneficent institutions. The second purpose

is to prepare the student for the intelligent comprehension of early American history. The history of the American colonies till 1776 is a part of British history. A right understanding of this history necessitates a pretty thorough knowledge of English institutions and customs. Without this it is next to impossible to make early American life and history interesting. In this study, as in all other studies, main texts are followed, but these are supplemented by lectures, references to standard authors, cyclopedias, atlases, etc.

American History. As an introduction to the study of American history the political and social conditions of Europe from 1453 to 1783 are first studied. Maps are consulted embodying the notions of the ancients about the size and shape of the earth, and the outline of its continents, mountains and rivers. English colonial policy, the government of her American colonies and their revolt against that government are studied from English sources.

The struggle of the various nations for the mastery of the American continent, the early colonists, their motives for colonization, their customs, national and social, and their susceptibility and capacity for progress and civilization, are subjects of investigation. A comparative study is made of two leading types of colonists—the Puritan in the North and the Cavalier of the South. These are compared in such points as motives for colonization, religion, classes in England from which they came, government, education, treatment of the Indians and attitude toward slavery and labor.

Much attention is given to the rise and development of the institution of slavery and the expansion of the slave area, to the doctrine of state rights, and to the rise of the political parties and the issues upon which they are divided. Interesting discussions are had on the tariff question, money and banking, and the causes of our national progress.

The class work is based upon Channing's Student's History of the United States, with special topics and outlines prepared from the material in the library.

Civics. Two objects are kept in mind in the teaching of Civics, the one, general intelligence, so that the student of history may understand how nations and states carry on their work; the other, good citizenship, including in this term, of course, the civic virtues in times of peace and patriotic spirit in the nation's crises.

The work begins with local government and by synthesis and induction proceeds from town and village to the state and nation. Much time and attention are given to our double system of government, the states and the nation. It is made manifest by suggestion and illustration what matters are best cared for by the states and what affairs are best controlled by the nation, showing how in the evolution of the American nation, local self-government has been preserved within an efficient central government.

The subjects treated are the following: Government, what it is; the town, its officers and duties; the village, city, county, their officers and proper duties; grand and petit juries, civil and criminal actions; the departments of government, legislative, executive and judicial; state constitutions, mode of adopting, the difference between the constitution of a state and its laws; and a detailed study of the Constitution of the United States.

Some practical lessons are also given in parliamentary law, in which the students take part. Visits are made to the U. S. District Court, State District Court, Municipal Court, county offices, city offices, and information is there obtained at first hand upon which further instruction is based. Legal forms are observed and an attempt is made to present every subject in a concrete or practical form. One term and a half is given to this subject and each student is required to read, besides the text-book used, at least one book bearing on this subject. A weekly report on current political events is given and discussed by the class.

Methods in History. In the last twenty years interest in historical study has greatly increased, and now it is an essen-

tial element in any liberal course of study. More historical reading is now required, and since the discovery of the doctrine of evolution and its application to the history of nations, an entirely different method of writing history prevails. It is now considered important that the matter of history be well selected, and also that the method of approach and assimilation be under careful direction that good results may follow. In addition to a comprehensive review of American history it is the aim of this course to discover the educational value of history, its field, sources of information, selection and organization of facts, and the best method of teaching history. The relation of history to chronology and geography is considered. Human and physical causes are investigated and weighed. By the application of the true test of the value or importance of a historic event, an attempt is made to give events their relative rank in the world's history. The entire course seeks to enrich the study of history and beget a wholesome enthusiasm in its teaching. Much reference work is done, the best authors are consulted, special topics are assigned for reports by students, lectures are given and maps are consulted. Hinsdale's "How to Study and Teach History" is the text.

BIOLOGY.

The biological laboratory is fully equipped with the necessary modern furniture and apparatus for Normal School work. There is a wall table on three sides of the room, above which are cases for the microscopes, other apparatus and the reagents. There are three tables distributed through the central portion of the room, two of which are divided into desks for students while the other is fitted with a sink, water, gas, reagent shelves and an aquarium. There are forty-five individual desks, each fitted with dissecting and other apparatus and protected by a lock.

The laboratory is further equipped with twenty-eight compound microscopes. Twenty-five of these are Leitz, stand V, each fitted with two eye-pieces and two objectives, which



BIOLOGICAL LABORATORY.



PHYSICAL LABORATORY.

give powers ranging from 57 to 480 diameters. There is also one Acme No. 5, one Beck binocular, and one Leitz, stand Ia. The latter is fully equipped and includes a 1-12 oil immersion lens, capable of giving a power of 1200 diameters. Thirty of the desks are fitted with dissecting microscopes in addition to the above apparatus.

Of the other equipment of the laboratory mention may be made of a Reeves' water bath and oven, distilling apparatus, turn tables, microtomes, camera lucida, photomicrographic apparatus, a first class 5x8 and 6½x8½ photographic camera, a Colt's stereopticon with etherizer and oxygen cylinder, and an injecting apparatus.

In direct connection with the laboratory is a smaller room which is used for an office, an apparatus room and the department library. In one corner of this room is a double dark room, fully equipped with a sink, water and other necessities for photographic work. A third room is used exclusively for class and demonstration work. In an alcove of the latter room are several cases in which are kept the anatomical models, skeletons, charts and physiological apparatus.

The purpose of the biology work in the Normal School is not so much to teach anatomical facts as the habits of living organisms, hence morphology is studied only as a means of explaining function and general relationships. In fact, the work of this department is what might be called advanced nature study, which grade of work seems best fitted to train those who are to teach in the elementary schools. Independent observation is constantly required and frequent excursions are made into the fields to observe plants and animals under natural conditions.

Zoology. The growing demand for teachers who can teach nature study in the grades has made it necessary that more attention be given to the study of zoology. This subject is required of all students who take the English and Certificate courses. Those on the Latin course may take either zoology or botany. The subject continues through two terms and at

least one period daily is required in the laboratory and two or more additional periods a week in the class room.

The first term's work deals with the invertebrates. In the laboratory the following animals are carefully studied as types: One or two individuals from each of the four groups of Protozoa, fresh and salt water sponges, hydra, jelly-fish, sea-anemone, coral, trematode, Planaria, tape-worm, Gordius, Trichina, star-fish, sea-urchin, a holothurian, a rotifer, angle worm, leech, cray-fish, several different types of insects, a spider, a clam and a snail.

The vertebrates are studied the second term. After a brief consideration of the intermediate types (Balanoglossus, Ascidians and Amphioxus) a fish, a frog, a reptile, a bird and a mammal are dissected. The dissection of each type is followed by a systematic study of the group, and each student is required to identify twenty or more different species.

Considerable reference work is required, and each student is assigned a special topic for investigation, on which he writes a thesis. So far as possible the subjects for these theses are such as will require observation of the living animals. Each student is expected to do a certain amount of field work.

The chief text-books used are Parker and Haswell's Manual, Needham's Laboratory Guide, Comstock's Manual of Insects and Jordan's Manual of Vertebrates. The department library contains a large number of pamphlets on various subjects which are in constant use.

Physiology. One term's work in Physiology is required in each of the courses, and it is so arranged that the subject is studied after the student has had zoology and some of the other sciences. The topical and reference method is followed mainly, but Martin's The Human Body, advanced course, is used as a guide. Regular laboratory and experimental work is required, for which the school has a good collection of models, skeletons, microscopical slides, charts and some of the simpler pieces of apparatus. Each student is assigned a special topic for investigation.

Botany. This subject is required in the English and Certificate courses and may be taken in the Latin course instead of zoology. It continues through two terms. Students begin the subject in the spring and complete it in the fall.

The spring term's work deals with the Spermaphytes or seed plants. The work begins with a study of seeds and their structure, and follows with that of germination, roots, stems, buds, leaves and flowers. Numerous experiments are made to illustrate the physiology of plants. To supplement the laboratory work each student is expected to collect, identify and arrange in a neat herbarium at least fifty species of indigenous plants.

In the fall term's work the non-flowering plants are considered. Each group is studied as carefully as the time will permit, and some attention is given to the economic features of bacteria and fungi.

The conditions under which plants grow, their grouping into societies, and means of dispersal, are important features of all the work in botany. In both terms' work at least one period a day is required in the laboratory and two or more a week additional in the class room. Frequent field excursions are made.

For the laboratory work the students generally follow mimeographed sheets which are made out by the teacher, and for the systematic work Gray's Manual is used. The library of the department is equipped with the standard texts and reference books, and a large number of pamphlets, which are constantly used by the students.

Biological Club. The purpose of the club is to offer opportunity for the discussion of various biological problems and items of scientific interest that do not come up regularly in the class room. Some of the better theses that are prepared by the students in zoology, physiology and botany are read at these meetings. During the past two terms the members have read Darwin's *Origin of Species* and the club has met for one hour each Monday evening. For the coming year the meetings will be held on alternate Monday evenings.

Physiography. One term is given to this subject in the fifth year of the English and Latin courses. LeConte's Elements of Geology is the chief text. As the subject is planned for the winter term the class work will be done then and the field work will be completed on afternoons or on Saturdays during the spring term. The preparation of field maps and the collecting of specimens are important features of the outdoor work. The Normal School is well equipped with geological specimens, and the surrounding bluffs afford excellent opportunities for the study of the subject.

Museum. The museum is a very necessary accompaniment to the work in biology, physiography, chemistry and nature study. Ours is fitted with approved cases and large additions are constantly being made in the way of working specimens. The museum contains already about 300 specimens of mounted birds, besides about 600 skins; a series of the more common Minnesota mammals; a fair collection of batrachians and reptiles; more than 4,000 specimens of fishes, and 1,500 rocks and minerals. Mr. W. D. Willard, of the city, has loaned to the school his valuable collection of rocks and minerals, which amounts to about 600 specimens. The room which is used for museum purposes is the one formerly known as the assembly room. It is large, well lighted, and is located on the third floor, just between the apartments devoted to biology and those of physics and chemistry, an arrangement which is very convenient. A large collection of specimens of coral from the Philippine islands was recently secured through the kindness of the Minnesota Academy of Natural Science.

PHYSICAL SCIENCE.

Physics. This subject acquaints the student with the laws and properties of matter; with the mechanics of solids, liquids and gases; with the phenomena and laws of sound, heat and light; with electricity and magnetism. A textbook is used, but the work is supplemented by a course of experiments performed by the student himself in the labora-

tory. These experiments are mainly quantitative, i. e., requiring observation and measurement. They are the application or demonstration of the principles given in the text. Many illustrative experiments are performed in the recitation room before the class. In addition to the text-book and laboratory work, theses demanding reference are required.

Students in the Advanced Courses take this subject three terms in the third year. A condensed course of two terms is offered in the last year of the Certificate Course.

The physical apparatus, as well as the chemical apparatus and supplies, are kept in the apparatus room. The school has a good supply of apparatus for demonstration purposes. The class room is provided with a demonstration table with gas and water conveniences. A projection lantern is frequently used to throw experiments upon a screen before the class. The class room is also used as the physical laboratory, heavy tables being set around the room on which to perform experiments. The apparatus for these experiments has recently been materially increased, making it possible to do more and better work. The department library (in the general library) has many excellent reference books, while the reading table is supplied with such scientific papers as *The Popular Science Monthly*, *Science*, *Scientific American* and *Scientific American Supplement*.

Chemistry. Excellent facilities are offered by the chemical laboratory, which is finely equipped with slate-topped tables, and provided with all necessary conveniences, apparatus and reagents.

The new course of study requires Chemistry for two terms in the junior year of the English Course. The work comprises the study of general inorganic chemistry and qualitative analysis. The time is divided between laboratory work and recitations on the laboratory exercises and a text-book.

ELEMENTARY SCIENCE.

Elementary Science, or Nature Study, is nowadays generally taught in the grades. The aim of this course is to indicate to the future teacher such matter as is suitable for nature study in schools, and also to give the methods of presenting the same in different grades.

The educational value of nature study is discussed in this course. Matter for lessons is suggested and arranged according to the grade requirements, and according to the seasons. Useful hints are given on collecting and preserving material for illustration. Supplementary nature literature is examined and discussed. A list of the best nature books is given. The nature work in the Practice School is observed, and students are required to plan and present model lessons.

The student not only studies the methods of teaching nature study, but also studies nature itself. He is required to collect insects, flowers, weeds, grasses, minerals, etc., and to study them. The object of this is to get the student to make personal observations, rather than to obtain his information from books. The students make out-door observations on bird and other animal life, studies of trees, field study of geological features, etc. The naturalist's rather than the laboratory method is employed in this work. The students are also required to devise simple apparatus for physical and chemical experiments to show that elaborate apparatus is not necessary for the teaching of the elementary facts in these subjects.

MATHEMATICS.

Arithmetic. One term is given to this branch of mathematics in each of the four courses. In the English and Latin courses it is studied in the third year; in the professional course it comes in the first year. Thus arithmetic is not taken until the completion of both algebra and geometry, giving the student opportunity to investigate the subject

in a broad way with all the aid the higher branches bring to such a review. While the term's work consists of the subject-matter in a large degree, yet the best way to teach the subject is kept constantly in mind.

Algebra. Three terms are given to algebra. The first term's work extends to simple simultaneous equations, the second to quadratics. The third is spent on the remaining topics and a careful review of the entire subject. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Durell and Robbins' *Elements of Algebra* is the text-book used.

Geometry. Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Phillips and Fisher's *Geometry* is the text-book in the hands of the pupils.

GEOGRAPHY.

There are few subjects of common school instruction upon which the same amount of time is spent with such disproportionate results as on the subject of geography. The reason for this defective knowledge of the subject is due to the mistaken idea that geography is not a science, but simply a collection of unrelated facts each of which must be remembered independently, and each of which, therefore, is easily forgotten. When regarded as a science its facts are so manifold that they cannot be taught in detail in the limited time devoted to the subject; hence our plan is to select from the vast number of topics those best calculated to discipline the mind, and to build up clear notions of the relation existing between physical conditions and the life and growth of the nations.

The work is confined to thorough discussions of topics which will serve as types of further study, and they are presented in such a manner as to lead students to acquire proper methods of teaching the subject.

The course in Geography comprises:

1. A thorough course in Mathematical Geography.
2. Physical Geography.
3. Detailed study of North America as a type of other continental studies.

The student is also made familiar with the latest and most improved devices used as aids in teaching the subject, and for this end the school is well equipped. It has excellent maps, globes, a fine collection of geographical literature, and many specimens of productions.

ENGLISH.

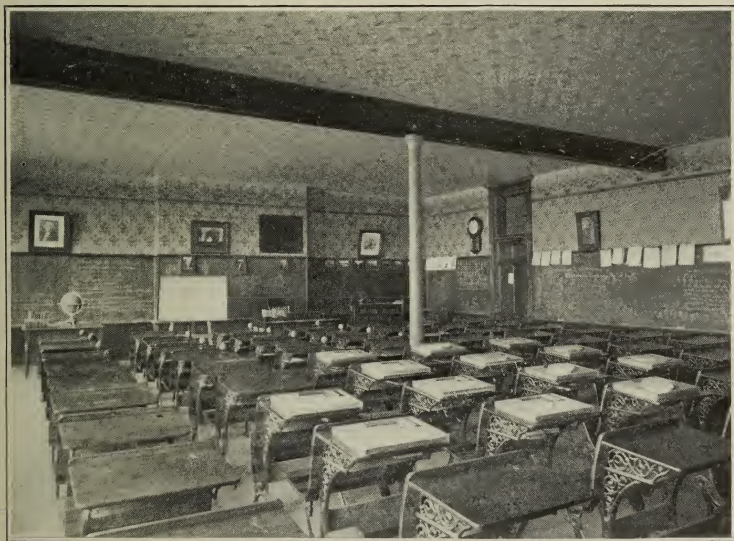
Grammar. The Courses in English Grammar are based upon the idea that language is an historic growth. Difficult constructions are studied in the light of their origin, and, so far as possible, compared with the idioms of other languages. Students are encouraged to do independent thinking in the matter of syntax, but constant reference is made to such authorities as Maetzner, Mason, Meiklejohn, West, Whitney, Emerson and Marsh.

Advanced Grammar. In the professional classes, each student is required to trace the history of some peculiar word, such as *what*, *that* or *as*, and make a written report, accounting for all its various uses. Correcting compositions written by children in the grades, preparing outlines for lessons, skillful questioning by members of the class on points in the day's lesson, and making critical examination of text-books on grammar, are also features of the work.

Composition and Rhetoric. In view of the necessity of thorough drill in the use of English for prospective teachers, two terms of composition work have been arranged for the new courses of study. Almost every day written work will be re-



MUSEUM.



ASSEMBLY ROOM—GRAMMAR DEPARTMENT.

quired, with the purpose of securing correctness, ease and force. This will be followed by a term's work in rhetoric, in which more written work will be required, and some time will be given to figures of speech, versification, and other subjects calculated to help in the study of literature.

Students who are found to be deficient in the use of English and in the power of expression are required to take a special course in composition before they will be admitted to the work of practice teaching.

LITERATURE.

The following work or its equivalent will be required of students taking the English course. Those taking the Latin course will take I, II, and III, and high school graduates will take IV.

I. Essayists. Irving's "Bracebridge Hall"; Addison's "Sir Roger de Coverley Papers"; De Quincey's "Flight of a Tartar Tribe"; Macaulay's "Warren Hastings"; Ruskin's "Modern Painters"; Burroughs's "Birds and Bees"; Emerson's "The Superlative", "Social Aims," etc.

In this and in all other courses, the student must own the pamphlet studied. Library work is required on each author.

II. Poets and Novelists. Classic and romantic poets: Pope, Burns, Wordsworth, Byron and others.

Novels and romances: Scott's "The Talisman" and George Eliot's "Silas Marner."

Short story writers that have depicted life in different parts of the United States.

Frequent reference will be made to Pancoast's "Introduction to English Literature".

III. The Epic Poem and Drama. Chaucer's Prologue, and one of the Canterbury Tales.

Spenser's "Faerie Queene," Book I.

Milton's "Paradise Lost," Book I.

Shakespeare's "Henry IV", "Macbeth" and "Hamlet."

IV. The main purpose of this term's work is to make the student familiar with classics to be used directly or indirectly in the grades.

Hero Tales. Homer's "Iliad"; Sophocles's "Antigone"; Chaucer's "Palamon and Arcite"; Tennyson's Idylls of the King"; the Robin Hood ballads; references to Bullfinch's "Age of Fable" and "Age of Chivalry," Gayley's "Classic Myths", and other works on mythology.

Fairy Stories. Selections from Grimm and Andersen; Ruskin's "King of the Golden River".

Animal Stories. Kipling's "Jungle Book"; Ernest Seton-Thompson's "Wild Animals I have Known"; Brown's "Rab and his Friends"; Warner's "A Hunting of the Deer".

Nature Writers. Burroughs, Thoreau and others.

In addition, each student makes a study of some short story writer, and presents before the class a report showing, when possible, how his works could be used to illustrate life in some part of the United States.

LATIN.

The Latin course covers four years of daily recitation. The first year is given wholly to preparatory work, during which attention is directed also to the study of Latin derivatives. In the three following years there are read four books of Cæsar or its equivalent, six orations of Cicero and six books of Virgil. During the study of Cæsar and Cicero a part of the time is spent in writing idiomatic Latin prose founded on those authors.

As it is believed that these authors should be read as makers of literature rather than as illustrations of grammar, instruction is given in the various collateral lines naturally suggested—during the reading of Cæsar and Cicero, in the history of the times, and in the organization of the Roman army and the Roman republic; during the reading of Virgil, in mythology and in the nature, form and examples of epic poetry.

This course prepares a student to enter the State University.

MUSIC.

During the first year of the new course one term of music is given, and a term of music methods in the second year of the course. A term of methods is offered in the Advanced Professional course and a six weeks course in music methods is in the Elementary Professional course. Instruction is given in theory and elementary harmony and includes tone work, correct breathing, distinct pronunciation and phrasing. Daily drill is given in sight reading and chorus work, attendance at the chorus period being required of the entire student body excepting those who are engaged in practice teaching.

The best methods of teaching music in the public schools are taught, with observation and practice in the subject in the Training Department under the supervision of the music teacher.

The glee club is among the most successful and popular organizations of the school.

DRAWING.

Drawing is taught for its educational and its æsthetic value. The course has been planned to give the students a knowledge of all of the different lines of the subject adaptable to school work, with the best methods of presentation and development.

The study of art and the literature of art has an important place in the course, the aim being to familiarize the students with the characteristics of the great art of the ancients as well as with modern masters and their pictures.

A thorough course in perspective is given, together with work in water color, pen and ink, figure drawing, out-of-door sketching, design and mechanical drawing.

For the benefit of students making a specialty of drawing opportunity is given for doing advanced work along any of

these lines. During the term of teaching in the Training Department practice is given either in teaching drawing or assisting under the direct supervision of the art instructor.

READING.

The course in reading aims to develop thought and the power of expression—voice work is given, and drill in gesture. Two or three plays of Shakespeare are studied, many poems are committed to memory, and there are almost daily exercises in story telling and sight reading.

The course in methods, while consisting largely of drill in reading, includes also the presentation of various modes of teaching beginners and foreigners to read, the discussion of supplementary reading in the different grades, and work in story telling.

RHETORICAL WORK.

Rhetorical exercises are held on one Friday afternoon of each month. All students are required to attend these exercises, and a general invitation is extended to the public. The purpose of these exercises is general entertainment, instruction and culture, and individual growth in power of thought and expression. The exercises consist of vocal and instrumental music, written papers or orations, selections from the best authors, and dramatic interpretations of scenes from standard plays.

Each member of the graduating class is required to appear at least once in public recital and has the benefit of private instruction in preparation for the work.

PHYSICAL CULTURE.

There is no such thing as a healthy mind in a diseased body. Our primary object is health, but we also aim to increase general tone, to ensure endurance and to develop symmetry of body, ease and grace of movement and quick response. The Emerson system is used, consisting of poising, stretching, bending, reaching, and harmony movements.

Marching, running, walking, games and out-door sports are encouraged.

Exercises are taken daily by the entire school. In addition to this daily work the school is divided into small classes which meet the instructor once a week, where individual corrective and remedial work is done. During the second year talks on method and hygiene are given. Each pupil is required to take charge of the class for one period. All pupils are required to teach this subject in their practice work. No special gymnasium suit is required, but the dress worn must allow perfect freedom of motion to the entire body.

During the fall and spring terms base-ball and foot-ball team are organized among the young men of the school and basket-ball teams among the young women. These teams challenge and accept challenges from similar teams of other schools.

MANUAL TRAINING.

In response to the growing opinion of the value of manual training as an important part of mental and moral education this subject has been added to the normal school courses. A complete outfit of benches and tools will be procured during the summer and a light and convenient room will be fitted up for the work. An hour each day for two terms will be spent in the shop by the third year class under the direction of a trained instructor.

Work suited to the various grades, raffia, card-board construction, sloyd and shop-work is also a part of the course of the Training Department.

LIBRARY TRAINING.

Recognizing the need on the part of teachers of a knowledge of library methods and a familiarity with the best books, special opportunities are offered for the studying of library economy.

Instruction is given by means of lectures and practical exercises in the classification and numbering of books; the

making and use of catalogues; the use of magazine indexes and of the various kinds of reference books; the study of juvenile literature; the knowledge of aids in the selection of books; the preparation of book lists. In addition to the class work a system of library apprenticeship affords an opportunity, to a limited number who may desire it, to secure individual instruction with an hour of practical library work daily.

The large classes that have voluntarily taken up this work show a general appreciation of the practical value of the opportunities offered.

Kindergarten Training Course.

The Kindergarten Training Course offers a thorough preparation for both kindergarten and primary work. It covers a period of two years and holds equal rank with the advanced professional course of the Normal Department. Aside from instruction in the principles and practices of the kindergarten this course includes all the work in psychology, child-study, history of education, music and drawing given in the Normal School. It also includes the same amount of practice teaching in the primary grades as is required of those who prepare solely for primary work.

It furnishes abundant opportunity for child study and gives an especially appropriate training to those who will have charge of children, whether as kindergartners or as regular teachers. The rapidly increasing demand for kindergartners and for primary teachers with a kindergarten training seems likely to make this department a popular one.

The requirements for admission are the same as for the regular professional course. Graduates of the professional course may complete the work in a shorter time than those

without normal training. The tuition is ten dollars per term.

The work in psychology, history of education, music, drawing, natural science and physical culture is done in the Normal Department under the direction of the special teachers in charge of these subjects. This work is accomplished as largely as possible during the first year of the course that the student may find time for practice teaching during the second year. Except in rare cases, no teaching is allowed until the beginning of the second year. Throughout both years a study of kindergarten theory and practice is pursued under the guidance of the teacher in charge of this department. Here Froebel's views regarding the nature of the child, its manner of development and the appropriate stimulation thereto, are studied and compared with modern views of these subjects. The greater portion of Froebel's writings, together with those of his most able interpreters, are used as texts or references. In addition a large list of books and selected articles from magazines are read and reviewed or discussed in class. The use of music, stories, pictures, materials, and plays and games, as educational factors, receives much attention and is fully illustrated in the Kindergarten.

GENERAL INFORMATION.

THE LIBRARY.

One of the most attractive and helpful features of the institution is the growing library which occupies two large rooms on the first floor. The number of volumes, including public documents, is something over seven thousand. These have been chosen with special regard to the needs of the school so that the number alone does not adequately represent the real efficiency of the library.

Students have free access to the shelves. By the topical method of study which is generally used in the several departments of instruction, they are trained under the supervision and with the assistance of an experienced librarian to know and use books.

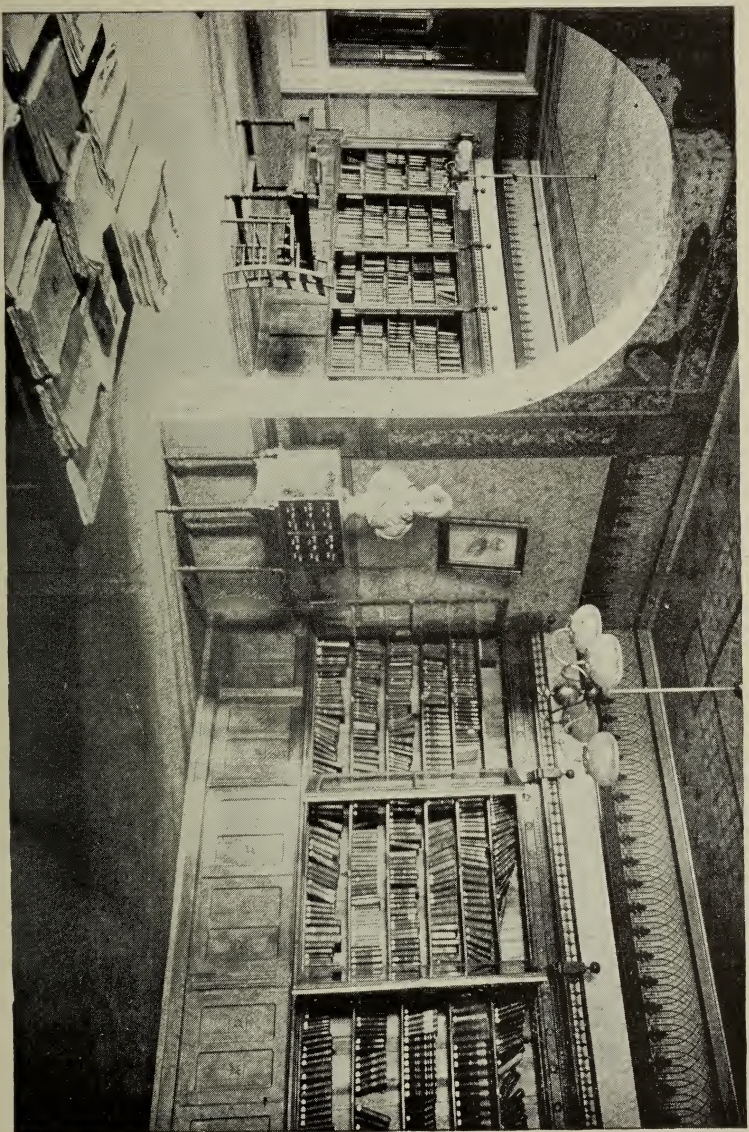
The reading table offers a good selection of periodical literature, both professional and general. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

LITERARY SOCIETY.

The young men of the school have maintained for several years a debating club which has been very helpful in training its members in debating and parliamentary rules.

RELIGIOUS INFLUENCE.

Students are required to be present at the opening devotional exercises of each morning, unless excused, and are expected to attend on the Sabbath the church of their choice. The various churches of the city are especially cordial in welcoming them to their services and Sunday



Library.
MINNESOTA STATE NORMAL SCHOOL.

schools. Besides this, branch organizations of the Young Men's and Young Women's Christian Associations exist in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the christian ideals of faith and conduct.

DISCIPLINE.

The discipline of the school is such as befits an institution for the training of teachers. While it is thorough it is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential preparation for controlling others, and orderly, quiet, studious habits for individual and common benefit, are asked from all. Those who are indisposed to respect its regulations are not desired in the school. The pupil whose conduct is a source of presistent annoyance and disorder will be promptly dismissed.

EXPENSES.

Tuition is free to all students admitted into any of the classes of the Normal Department, provided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of ten dollars per term in advance, one-half payable at the beginning and the other at the middle of the term.

The price of board, including furnished room, light and fuel, is from \$2.50 to \$3.00 per week. Those desiring to board themselves can obtain rooms at very reasonable rates, and the expenses of such would probably not exceed \$1.50 per week. This mode of economizing, however, cannot be recommended, as experience has generally shown it to be conducive neither to health nor to scholarship. A special effort is made at the opening of each school year to aid students in the formation of boarding clubs. New students on arriving in the city

should come directly to the office of the president where they will be furnished with a list of the boarding houses and rooms from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from \$1.50 to \$3.00 per month according to size, location, conveniences, etc. Furnished rooms cost from \$2.00 to \$8.00 per month, according to location and excellence. As prices correspond to widely varying conditions the question so often asked by letter, "What will be the cost of a room?" is one difficult to answer. Perhaps the prevailing price paid by students for unfurnished rooms may be placed at \$1.50 to \$2.50 per month and for furnished \$2.00 to \$4.00 per month.

In accordance with a resolution adopted by the State Normal Board, all necessary text-books can be rented from the school. The fee is \$1.00 per term, which also insures the privileges of the reference and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purposes of reference such text-books as they may happen to have. Those who prefer to purchase the text-books can obtain them at the school at the lowest wholesale cost price.

In the Training Department the tuition is twenty-five cents per week in the intermediate grades, thirty cents in the regular grammar, and forty cents in the review class. In each grade all needed textbooks are furnished, for which there is a rental fee of twenty-five cents per term in the intermediate, thirty-five cents per term in the seventh and eighth grades, and seventy-five cents per term in the review class. Books are free in all other grades.

THE MANKATONIAN.

THE MANKATONIAN is an illustrated monthly magazine, published by the students of the Normal School. It reflects the life of the school and is well sustained.

CLASS MEMORIALS.

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds failed, works of art were selected. The following is the list of them since 1889.

The class of that year presented an urn, carved from Mankato limestone, which has since occupied a position upon the lawn in front of the building.

The class of 1890 presented a large and beautiful etching for the Library.

The class of 1891 left a library clock.

The "Columbia" class of 1892 presented to the school a large silk flag, suitably inscribed, which is draped in the rear of the stage.

The class of 1893 presented a plaster of paris statue of Minerva, of heroic size, which occupies a corner of the assembly room at the left of the stage.

The class of 1895, following the example of that of 1893, left two memorial statues, one of Hebe, of somewhat smaller than life size, and the other of winged victory. The Hebe occupies the corner of the Assembly room at the right of the stage. The Victory is upon a bracket above the rear center of the same.

Three statues of heroic size were presented to the school by the succeeding classes,—Apollo Belvedere by the class of 1896, Venus of Milo by the class of 1897, and Diana and the Stag by the class of 1898.

The class of 1899, instead of leaving a separate memorial, joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing.

The memorial of the class of 1900 is a fine copy of Sewell's mural painting of "The Canterbury Pilgrims" which has been placed in the assembly room.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the State under the following provisions, viz:

(1) A diploma of one of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the Elementary Course a State certificate for five years, and the diploma of the Advanced Course a State certificate for life.

By the act of 1901 the certificate of a State Normal School in Minnesota that the holder has completed the three years' course in that school entitles the holder thereof to a certificate of the first grade.

By the same act the State Superintendent of Public instruction is authorized to accept standings from the State Normal Schools in subjects prescribed for teachers' certificates under such conditions as he may establish.

CONDITIONS OF ENDORSEMENT.

(1) While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

(2) After the completion of two years of service, applica-

tion for endorsement may be made to the respective Normal Schools with a fee of one dollar. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms of testimonials may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.

These officers are expected to feel a special interest in the State Normal School. They can materially aid the cause of public education by sending thereto, through suggestion, encouragement or information, such young people as they believe particularly qualified by nature for the work of teaching. Direct to the school only those who have sound health and good mental endowments.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers. Great care will be taken in recommending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are no longer granted to graduates. Personal letters to school officers, detailing the merits and demerits (if any) of an applicant, will be sent on application.

CORRESPONDENCE.

All letters of inquiry will receive prompt attention.
Catalogue and circulars sent free on application.

CHARLES H. COOPER, President,
Mankato, Minn.

Students—1900-1901, NORMAL DEPARTMENT.

Advanced Courses.

SENIOR CLASS.

Alberta Ackerman,	Stanton.
August Christian Dahl,	New Ulm.
Mary Helga Forsberg,	Kasota.
Herman Froelich,	St. Clair.
Edward Gugisberg,	Gibbon.
Nora Howat,	Minneapolis.
Sarah Edith Hoagland,	St. Clair.
Mabel Irene Newton,	Mankato.
Florence Virginia Odjard,	Mankato.
Svend Sigurd Pedersen,	Tyler.
Lillian Paff,	Kasota.
Guy Rutherford Robinson,	Vernon Center.
Helen Regina Ronald.	Fairmont.
Elizabeth Reid Stevens,	Good Thunder.
Eliza Ermina Tenney,	Mankato.
Lillian Myrtle Smith,	Mankato.
Dora Hall Young,	Mankato.

SENIOR GRADUATE CLASS.

Bonnie Florence Andrews,	Mankato.
Eva Cecilia Mary Boegen,	Mankato.
Pearl May Boehmer,	Mankato.
Isabella Farrington Boyd,	St. Paul.
Bertha Julia Bradley,	Le Sueur.
Grace Brewster,	Mankato.

Catherine Agnes Carroll,
 Caroline Louise Christman,
 Mary Frances Cook,
 Alma Beatrice Cragun,
 Margaret Davis,
 Carrie Amelia Elton,
 Mamie Concordia Ericson,
 Ida Mae Geske,
 Josephine Homan,
 Winifred Mae Lawrence,
 Minnie Sophia Leavitt,
 Marguerite Frances Madden,
 Edward Barnett Marvin,
 Louise Marie Meile,
 Alice Emma Nichols,
 Julia Josephine O'Connor,
 Harry Irving Pettis,
 Florence Aileen Pond,
 Lulu Belle Ridgway,
 Emma Scheiderich,
 Mabel Sherin,
 Franta Soule,
 Montie M. Sutton,
 Harriet Anna Weir,
 Frances Wells,
 Jessie Emeline Woodbury,
 Josephine Cutter Woolson,

Minneapolis.
 New Ulm.
 Blue Earth.
 Mankato.
 Mankato.
 Owatonna.
 Arlington.
 Renville.
 Minneapolis.
 Minneapolis.
 Eden Valley.
 Brookings, S. Dak.
 Redwood Falls.
 New Ulm.
 Olympia, Wash.
 St. Paul.
 Mankato.
 Brookings, S. Dak.
 Minneapolis.
 New Ulm.
 Winnebago City.
 Minneapolis.
 Winnebago City.
 Minneapolis.
 Mankato.
 Anoka.
 Windom.

JUNIOR CLASS.

Thomas Daniel Daley,
 Nellie Clara Davis,
 Bena Hanson,
 Bertha Holt,
 Axel Robert Holmberg,
 Marie Lena Gjertsen,
 Agnes Loretta Keating,
 Hannah Catherine Mulqueen,

Marysburg.
 Taopi.
 Albert Lea.
 Delhi.
 Beardsley.
 Madelia.
 Assumption.
 Hutchinson.

Agatha Amesta Murphy,	Garden City.
Edward Stuart Parker,	Garden City.
Mildred Nelson,	Waverly.
Lydianna Jorgine Olson,	Belview.
Axel Albert Olson,	Lime Grove, Neb.
Simon Solie,	Delavan.
Pearl Maxwell Wilmot,	Mankato.
Hervey Dennis Woodard,	Huntley.

JUNIOR GRADUATE CLASS.

Alice Mary Church,	Garden City.
Anna Maria Eriksson,	Worthington.
Anna Arksey Fawcett,	Windom.
Dorothea Funk,	Mankato.
Tilda Hanson,	Norseland.
Katherine Eleanor Holton,	Redwood Falls.
Sophia Georgiana Hoe,	Billings, Mont.
Edith Humes,	Winnebago City.
Else Florence Jache,	Mankato.
Clara Helena Miller,	Wells.
Jennie Ovidie Olson,	Wells.
Agnes Rice,	Mankato.
May Shubert,	Winnebago City.
Anna K. Thorstensen,	Hanley Falls.
Grace Irene Thuemmler,	Mankato.
Clara A. Woodrow,	Luverne.
Erna Mary Wesschke,	New Ulm.

KINDERGARTEN TRAINING CLASSES.

Second Year.

Bernita Ella Booth,	Excelsior.
Hattie Roxana Gilmore,	Mapleton.
Edith Horr,	Northfield.
Florence Estelle Kelsey,	Northfield.
Edith Maria Pinney,	Mankato.

First Year.

Winifred Maud Grout,	N. Redwood.
Pearl A. Jones,	Winnebago City.
Daisy Lamoreaux,	St. James.
Nellie Lowrey,	Owatonna.
Margaret A. Price,	Lime Spring, Ia.
Frances Barbara Schrodeski,	Mankato.

THIRD YEAR CLASS.

Howard William Bateman,	Belle Plaine.
Meta Emilia Bangerter,	Mankato.
Elvena Maria Christianson,	Linden.
Addah Meade Coffin,	Ottawa.
Ivy Irene Davidson,	Cream.
Ethel Elaine Dyer,	Windom.
Mary Anna Fanning,	Mankato.
Sarah Marguerite Giblin,	Mankato.
Margaret Griffiths,	Ottawa.
Gina Syverina Hanson,	Skjold.
Maude Edna Holman,	Mankato.
Jessie Belle Irving,	Mankato.
Nellie Pearl Jacobson,	Mankato.
Walter Roy Kelley,	Mankato.
Lydia Krienke,	Osseo.
Maude Mace,	Beauford.
Margaret Anna McCall,	Mankato.
Otto M. Mickelson,	Mankato.
Earle Ray Mills,	Garden City.
Agnes Elizabeth Murray,	Hammond.
Irene Murphy,	Garden City.
Pauline Enga Olsen,	Mankato.
Florence F. Pine,	Greenland.
Susan C. Pine,	LeSueur.
Mary Belle Pettis,	Lake Washington.
Bessie Luvergn Preston,	Mankato.
Esther Powell,	Kasota.

Edward Daniel Schoffman,	Morgan.
Florence Sheldon,	Mankato.
Petra Sundt,	Mankato.
Nettie Orella Wells,	Mankato.

SECOND YEAR CLASS.

Henry Roy Ashworth,	Mankato.
Mary Edna Austin,	Mankato.
Clara Matilda Baarson,	Mankato.
Stella Viola Ballou,	Manyaska.
Izola Boudrye,	Granada.
Marcus Morton Chatfield,	Ellsworth.
Eva Oattie Cheney,	Rapidan.
Maud Cleveland,	Northfield.
Alma Coughlan,	Mankato.
Jennie Davies,	South Bend.
Florence Calphurnia Eggleston,	Mankato.
Ethel Leona Fairchild,	Garden City.
Mary Ellen Fitzgerald,	Mankato.
Otto Austin Flom,	Delhi.
Lora May Foster,	Mankato.
John Glyndon Garrett,	Boonville, Mo.
Herman Georgius,	Mankato.
Mary Gilbride,	Madison Lake.
Mattie Mae Gregg,	Rapidan.
Margaret Lucy Haigh,	Mankato.
Nellie Florence Harriman,	Mapleton.
Mary Jane Harris,	Mankato.
Ellen E. Heimark,	Clarkfield.
Lulu Edith Hodson,	Mankato.
Emma Gladys Hopkins,	Mankato.
Emil Jacobson,	Mankato.
Catherine Eva Judge,	Mankato.
Ralph W. Kerns,	Long Prairie.
Mary Catherine Long,	Sterling Center.
Lena Loven,	Cooleysville.

Clara Belle Miller,
Lelia Lloyd Moses,
Marie Mignonette Murphy,
Michael Aloys Neudecker,
Julia Delphine O'Brien,
Leonora E. Olsen,
Nettie Pearl Osgood,
Eva Mattie Stout,
Julia Jane Thayer,
Cecilia Grace Williams,
Mamie Floy Wood,

Winnebago City.
Kasota.
Garden City.
Morgan.
Mankato.
Brookings, S. Dak.
Babcock, Wis.
Hurley, S. Dak.
Mankato.
Mankato.
Delavan.

FIRST YEAR CLASS.

Alma Anderson,
Mabel Anderson,
Edna May Abels,
Mary Brazil,
Emogene Boudrye,
Edna Gertrude Cain,
Helen Lemoine Chapman,
Alma M. Chilgren,
Frances Loraine Cornish,
John Connelly,
Ida Davidson,
Sara Davis,
George DeRusha,
Anna Margaret Dunn,
Anna Engel,
Walter Gilbertson,
Nellie Gill,
Katharine A. Gilmore,
Mabel Glenn,
Martha L. Halvorson,
Grace Ione Harding,
Sarah Adeline Haynes,
Josephine A. Hurd,

Kasota.
Cottonwood.
Mankato.
Green Isle.
Granada.
Mankato.
Avoca.
Nicollet.
Vernon Center.
Lakeville.
Granada.
Courtland.
Blue Earth.
Mankato.
Mankato.
Jasper.
Mankato.
New Prague.
Mankato.
Palmer Station.
Kinbrae.
Delavan.
Mankato.

Augusta Jacobson,	Lake Lillian.
Mary Elizabeth Jones,	Mankato.
Charles Johnson,	Judson.
George Emerson Johnston,	Eagle Lake.
Sarah Jane Johnston,	Marysburg.
Alida Minnie Laurisch.	Minnesota Lake.
Helen Bertha Leonard,	Belview.
Theodore Lindholm,	Mankato.
Richard Lloyd,	Mankato.
Alice Marie McCornack,	Mankato.
Irene Rachel McCorquodale,	Echo.
Cora Fern McGraw,	Kasota.
Mildred Iris McGraw,	Kasota.
William McGuckin,	Mankato.
Jessie May McKellar,	Brewster.
Nellie Miller,	Kinbrae.
Genevieve Mullen,	Green Isle.
Claire Lavina Nelson,	Kinbrae.
Anna Olivia Olson,	Hendricks.
Matthias Norberg Olson,	Belview.
Mary Louisa Osborne,	St. Peter.
Walter Panneck,	Wilno.
Dana Parker,	Granada.
Florence Parker,	Garden City.
Florice Payne,	Welcome.
Catherine Peterson,	Balaton.
Lottie Phelps,	Mankato.
Joseph Edward Price,	Lake Crystal.
Celia Helen Pulver,	Mankato.
Emma Sophia Rapp,	Kasota.
Ellen Gustava Rolfe,	Mankato.
Mary Veronica Rourke,	Beaver Falls.
Clara Luella Russel.	Eagle Lake.
Sarah M. Schmitt,	Mankato.
Enid Searing,	Mankato.
Mary Frances Seely,	Windom.

Lucy Blanche Skipton,	Kasota.
Anna Marie Swanson,	Kasota.
Bertha Matilda Swanson,	Mankato.
Emma Sophia Swanson,	Judson.
Mary A. Thayer,	Mankato.
Martha Thorson,	Cooleysville.
Inez Lillian Tidland,	Mankato.
Vearl Wagner,	Blue Earth.
Ethyl Alvira Walrath,	Mankato.
Ora Frances Whitcomb,	Kerns.
Nellie Vaughn,	Madison Lake.
Ethel Louise Yarns,	Echo.

Elementary Courses.

ELEMENTARY GRADUATE CLASS.

Anna Amelia Altenburg,	Blue Earth.
Hattie Austin,	Warsaw.
Anna Braunlich,	Mankato.
Hilda Josephine Brown,	Jackson.
Mary Catharine Cahill,	Janesville.
Nellie Elizabeth Coughlin,	Janesville.
Minnie J. Crist,	St. Peter.
Mary Nina DesMond,	Mankato.
Laura A. DesMond,	Mankato.
Mattie F. Fink,	Faribault.
Jennie Esther Ford,	Vivian.
Della Gill,	Mankato.
Emma Gertrude Griffin,	Clinton Falls.
Lina Amalie Wilhelmina Hensel,	St. Peter.
Frances Ella Hill,	Albert Lea.
Ethel May Jones,	Winnebago City.
Ruth Amanda Jones,	Lake Crystal.
Gertrude Helena Keeley,	Waseca.

Ella Marie McCarthy,	Luverne.
Harriet Celestine McCarthy,	Luverne.
Anna Rose McVay,	Benson.
Mary Louisa Mansfield,	Mankato.
Wilhelmina C. Meckstroth,	Le Sueur.
Adelia Monson,	Albert Lea.
Vivian Bryant Mottweiler,	Mankato.
Lottie Jessie Nott,	Brownton.
Ressa Anna Paschke,	Winnebago City.
Edith May Phelps,	St. Peter.
Katharine O'Grady,	Janesville.
Laura Fulton Richards,	Marshall.
Clara Mae Ringstad,	Lake Crystal.
Lena Christine Rinkel,	St. Peter.
Julia Saterlie,	Hagen.
Edith Helen Schmidt,	St. Peter.
Roxie Madge Slade,	Adrian.
Mary Eleanor Smith,	St. Peter.
Helen Celia Upham,	Litchfield.
Celia Mae Waldon,	Janesville.
Mary Teressa Walsh,	Albert Lea.
Gertrude Alice Yates,	Mankato.

A ELEMENTARY CLASS.

Mildred Ager,	Worthington.
Della Anderson,	Cottonwood.
Laura Baumhoefener,	Young America.
Ella Billington,	Canby.
Anna Bohan,	Mankato.
Martha Bohan,	Mankato.
Jane Bottomley,	Nashville Center.
Ida Helen Braafladt,	Belview.
Louise Braafladt,	Belview.
Theodore Braafladt,	Belview.
Kathleen M. Brosnan,	Mankato.
Amy Elizabeth Burnham,	Delavan.

Alice Elizabeth Burns,
Bertha Calista Byington,
Catherine Mary Byrne,
Anna Elizabeth Cary,
Leo John Carney,
William Henry Detamore,
Myrtle Irene Donaldson,
Minnie Fleming,
Rosa Marie Foley,
Lucy Marcella Gainer,
Clara Elizabeth Gerlich,
Nettie Jane Gilmore,
Mary Griffiths,
Frances Hammer,
Hilda Hammer,
Emma Agnes Harriman,
Mabel Hill,
Harriet C. Hoverson,
Gustava Howard,
Grace Celestia Hurd,
Fannie Virginia Jacobs,
Anna Mae Jerdee,
Hannah Louise Jorstad,
Mary Ella Lowe,
Lotta Alvida Larson,
Frances McBride,
Katherine McCarty,
Augusta Helen McGonagle,
Jessie Pearl Mills,
Margaret M. Morrison,
Zilpha Pearl Moses,
Mary Cecilia Mountain,
Pearl Evelyn Murphy,
Minnie Amelia Nelson,
Gertrude Nutter,
Michael Harry O'Brien,

Mapleton.
Walnut Grove.
Kilkenny.
Mapleton.
Mankato.
Good Thunder,
Dundas.
Vernon Center.
Cream.
Amboy.
Mankato.
Lake Crystal.
Ottawa.
Mountain Lake.
Mountain Lake.
Mapleton.
Mankato.
Cream.
Vernon Center.
Mankato.
Madison.
Gary, S. Dak.
Kenyon.
Mankato.
Sherburn.
Lake Washington.
Good Thunder.
Waseca.
Mankato.
Windom.
Kasota.
Good Thunder.
Mankato.
Kasota.
Mankato.
Mankato.

Charles Esper Olson,	Fordland, Mo.
Didrick John Olson,	Belview.
Bertha Sigurborg Paine,	Minneapolis.
James Kriss Parker,	Garden City.
Florence Eudora Pierce,	St. Paul.
Frances Louise Powell,	Kasota.
Cleora Maude Ramsdell,	New Auburn.
Christian Rosenmeier,	Lake Lillian.
Rose Ida Sahr,	Mankato.
Bertha Frederika Sandstrom,	Rapidan.
Doratheia Georgia J. M. Schneider,	New Richland.
Dora Schram,	Minneota.
Marie Frederika Schrepel,	Le Sueur.
Nellie Mae Sheldon,	Mankato.
Gertrude Sherman,	Wells.
Henry Joseph Smith,	Marysburg.
Ida Ann Stevenson,	Rock Dell.
Lillie Josephine Sthol,	Carver.
Cora Clarinda Taber,	Madison Lake.
Emma Thornquest,	Shakopee.
Tena Tollefson,	Mankato.
Laura Gustava Torston,	Sundown.
James Thompson Watts,	Mankato.
Harriette Marlowe Webb,	Dawson.
Benjamin Nathaniel Zieske,	Courtland.

SPECIAL STUDENTS.

Louise Bussman,	Amboy.
Cora K. Chambard,	Fairfax.
Melvin G. Chapin,	Mankato.
Helen Cooper,	Mankato.
Lucy Crean,	Amboy.
Mary M. Dardis,	Tracy.
George Ralph Donaldson,	Dawson.
Blanche Dyer,	Windom.
Hannah Edwin,	Emmons.

John B. Harder,
Myrtle E. Hawes,
Jessie Belle Hawkes,
Mary Gaard,
Emma Gleason,
Martha Ludemann,
Jessie Paff,
Ernest Lionel Richardson,
Clara Rosenberg,
Nellie R. Rouse,
Anna Ryan,
Minnie E. Schroder,
Ella May Spencer,
Zenas White,
Lillian Yates,

Butterfield.
Good Thunder.
Mankato.
Elmore.
Verdi.
Buffalo.
Kasota.
Brookings, S. D.
Mankato.
Lakefield.
Vivian.
Sibley, Ia.
Mankato.
Mankato.
Waseca.



TRAINING DEPARTMENT.

Grammar Grades.

A NINTH GRADE.

Edna Cain.
Alma Chilgren.
Willie McGuckin.
Ellen Rolfe.

Anna Swanson.
Emma Swanson.
Ethyl Walrath.
Ora Whitcomb.

8.

B NINTH GRADE.

May Abels.
Alma Anderson.
Nettie Anderson.
Sylvia Braunlich.
Mae Dickerson.
Virginia Dougherty.
Pearl Eaton.
Hannah Edwin.
Anna Engel.
Adaline Farisy.
Nellie Gill.
Nellie Grant.
Mabel Haynes.
Sadie Haynes.
Viola Hodson.
Charlie Johnson.

Rena Johnson.
Elizabeth Jones.
Richard Lloyd.
Anna Olson.
Lottie Phelps.
Anna Polchow.
Joseph Price.
Emma Rapp.
Clara Russell.
Sadie Schmitt.
Enid Searing.
Alex, Swanson.
Bertha Swanson.
Nellie Vaughn.
Harry Walker.

31.

A EIGHTH GRADE.

Alfred Broe.
Archie Burrill.
Julia Carroll.
Ruth Coffin.
Harriett Daniels.
Claudia Davies.
Grace Edwards.
Mae Farr.
Edith Fiero.
Christoffa Gaard.
Minnie Hagwall.
Carl Hanson.
Clara Hanson.
Carrie Hottinger.
Jerry Kimpel.

Tracy Kranz.
Laura Mallin.
Mary Newton.
John O'Brien.
Rosa O'Brien.
Ida Olson.
Hermann Otto.
Frank Sheehan.
Owen Spaeth.
Silas Spaeth.
Charlie Thayer.
Vearle Wagner.
Bay Weller.
Neil Wood.

29.**B EIGHTH GRADE.**

Rosa Bean.
Georgia Cluxton.
Henry Dougherty.
Mabel Freundl.
Edith Grannis.
Bartlett Jackson.
Ernest Kuehne.
Stacy Long,
Henry Meany.
Mabel Moore.

Bessie Northrup.
Faye Peart.
Robert Scott.
Dora Taylor.
Ethyl Taylor.
Olive Thayer.
Verne Walrath.
Warren Yates.
Bernice Zickrick.

19.**SEVENTH GRADE.**

Ada Anderson.
Sarah Brekke.
Ethel Colson.

Martha Lunde.
Agnes Meagher.
Ernest Milnor.

Loretta Daley.
 Anna Knudson.
 Elisabeth Kuehne.
 Alma Linder.
 Bessie Lloyd.

Florence Peterson.
 Edith Richards.
 Mary Stevens.
 Joseph Sharbeck.
 Merrill Walrath.

 16.

Intermediate Grades.

A SIXTH GRADE.

Helen Austin.
 May Bartlett.
 Christina Berg.
 Stephen Burns.
 Anna Hecht.
 Carl Jacobson.
 Aaron Johnson.
 Mattie Johnson.
 Oscar Johnson.
 Carl Kalin.
 Robert Krost.

August Kessler
 Henry Kessler.
 Jay Long.
 Henry Matthews.
 Grover Ore.
 Paul Summers.
 Tom Steward.
 Walter Scott.
 Aloys Sontag.
 Gertrude Waddell.
 Ethel Wilcox.

 22.

B SIXTH GRADE.

Estella Blatzheim.
 Margaret Cooper.
 Jessie Daniels.
 Aleck Ekle.
 Alma Flittie.
 Ella Gustafson.
 Robert Harris.
 Adolph Holman.
 Cora Linder.

Margaret Lloyd.
 Grant Morrison.
 Ruth Palmer.
 Albert Pederson.
 Edna Spaeth.
 Lizzie Skuse.
 Oren Thayer.
 Bertha Wilhartz.

 17.

FIFTH GRADE.

James Baker.	Lily Kalin.
Nellie Bradshaw.	Lilla Kutz.
Ruth Bradley.	Eva Ore.
Clayton Dunn.	Alfred Olson.
Ethel Evans.	Harry Peterson.
Felix Freeman.	Elvira Raust.
Joe Goenen.	Marguerite Scott.
Harrie Halstead.	Phenie Thayer.
Harvey Jewson.	John Temple.

18.

FOURTH GRADE.

Verna Bartlett.	George Read.
Ethel Dunn.	Kenneth Read.
Marguerite Hille.	Howard Spaeth.
Albert Hibbard.	Elmer Scullen.
Esther Jones.	Henry Spicer.
Alberta Noe.	Leland Wilson.
Frank Raymore.	

13.

Primary Grades.

THIRD GRADE.

Carl Bean.	Edgar Norman.
Marjorie Bohan.	Marian Raymore.
Philip Comstock.	Blanche Russell.
Sumner Grannis.	Philip Schweickhard.
Bennett Hendrickson.	Vera Smeltzer.
Jabez Lloyd.	Cyril Spicer.
Sarah Mulligan.	

13.

SECOND GRADE.

Maude Barnes.
 Amy Edmands.
 Katherine Foster.
 Theodore Heggerness.
 Tora Hendrickson.
 Paul Hoerr.
 Agnes Matteason.

Alfred Meyer.
 Malcolm Morehart.
 Frank Smith.
 Katherine Spellman.
 Dean Schweickhard.
 Lucile Summers.
 Frank Thayer.

 14.

FIRST GRADE.

Harold Albrandt.
 Ruth Austin.
 Fred Bean.
 Pauline Bucholtz.
 Mildred Clements.
 Louise Cook.
 Ina Ellis.
 Olwen Evans.
 Ethel Hughes.
 Daisy Loven.

Norah Lettuce.
 Willie Lettuce.
 Chester Norman.
 Alfred Olmstead.
 Harry Reed.
 Winfield Smith.
 Harold Spicer.
 Hazel Stewart.
 Stella Temple.
 Ethel Thayer.

 20

BEGINNERS.

Harry Berg.
 Lawrence Brewer.
 Harold Brooks.
 Cornell Buffham.
 Fred Carlson.
 Ruth Cook.
 Blodwen Evans.
 Irene Fresholtz.
 Ethel Hughes.
 Eunice Hughes.
 Fanny Jones.

Eleanor Kennedy.
 Helen Loven.
 Ethel Mattison.
 Kathleen Moore.
 Gertrude Piper.
 Ezgar Searles.
 Dayton Thayer.
 Jane Thayer.
 Harold Willard.
 Dorothea Webster.
 Edward Wise.

 22.

Kindergarten.

Ruth Abbott.	Clayton Moore.
Alice Andrews.	James Moore.
Esther Barnes.	Laurel Morrison.
Esther Barson.	Frank Mowry.
Esther Berg.	Russell Mowry.
Le Roy Bowen.	Horatio Northrop.
Lanore Brandenburg.	Marvin Northrop.
Lawrence Brewer.	Edmund Ore.
Kathryn Brown.	Dorothy Parry.
Fenner Buffham.	Clifford Peterson.
Margaret Clausen.	Gertrude Piper.
Gertrude Clements.	Harold Piper.
Hazel Collins.	Dean Root.
Robert Cooper.	Reed Rose.
Helen Craig.	Edwin Ryan.
Harry Crandall.	Marie Scherer.
Blanch Ellis.	Ellis Schweickhardt.
Myfawny Evans.	Esgar Searles.
Mildred Fritz.	Ruth Shepard.
Marion Gerstenhauer.	Margaret Swan.
Fanny Halsted.	Ruth Sinotte.
Doris Hanna.	Francesca Smith.
Gladys Hanna.	Hortense Thomas.
James Hart.	Willis Tompkins.
Erma Heinze.	Herbert True.
Ernest Herrig.	Orphia Webb.
Lloyd Hixon.	Agnes Webster.
Helen Hobart.	Harold Willard.
Gratia Horan.	Francis Weltgen.
Lloyd Jessup.	Kathryn Wise.
Mary Lampert.	Donald Works.
Clifford Long.	Douglas Wright.
Daniel Lloyd.	Ruth Young.
Mary Lloyd.	

Summary.

NORMAL DEPARTMENT.

Senior Class,	-	-	-	-	-	17
Senior Graduate Class,	-	-	-	-	-	33
Junior Class,	-	-	-	-	-	16
Junior Graduate Class,	-	-	-	-	-	17
Kindergarten Training Classes,	-	-	-	-	-	11
Third Year Class,	-	-	-	-	-	31
Second Year Class,	-	-	-	-	-	41
First Year Class,	-	-	-	-	-	71
Total in Advanced Courses,						237
Elementary Graduate Class	-	-	-	-	-	40
A Elementary Class,	-	-	-	-	-	73
Total in Elementary Courses,						113
Special Students,	-	-	-	-	-	24
Total in Normal Department,						374

TRAINING DEPARTMENT.

Grammar Grades,	-	-	-	-	-	103
Intermediate Grades,	-	-	-	-	-	70
Primary Grades,	-	-	-	-	-	69
Kindergarten,	-	-	-	-	-	67
						309
Total enrollment in Normal and Training De-						
partments,	-	-	-	-	-	683
Counted twice,	-	-	-	-	-	26
Number of different students in the institution,						657



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